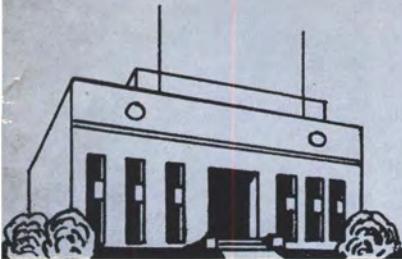


# MUSEUM SERVICE



Bulletin of the  
Rochester Museum of Arts and Sciences

VOL. 35 NO. 8 • OCTOBER 1962



● 1946

*Hall of Man*

● 1956



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# MUSEUM SERVICE

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Rochester Museum of Arts and Sciences — Dedicated to a Better Understanding of the Laws of Nature and the Cultural Achievements of Mankind — is administered by the Municipal Museum Commission for the City of Rochester.

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## Cover Picture—

The "before" and "after" theme is reflected in the two views in the Hall of Man on the second floor of the Museum. Each shows a section of the hall, facing the library reading room. Old-type case construction, moved from the Edgerton Park location, is shown in the photograph of 1946; while the clean-cut lines of modern construction are shown in the photograph of 1956.

Different colors in the background of the case alcoves, soft in tone, provide a change of pace and stimulate renewed interest in the display of anthropological and related materials. These changes in presentation will be included in an article on "Fifty Years of Anthropology" by Charles F. Hayes, III, associate curator of anthropology, in the November issue.

Photos by William G. Frank

## FIFTY MUSEUM YEARS 1912-1962

Fifty years, the attainment of which the Rochester Museum of Arts and Sciences is commemorating this fall, is a long stretch to portray in detail if we were to do justice to such a slice of museum history. Rather, we will attempt an appraisal of this half century's accomplishments by dividing it roughly into five sections. We will, then, be able to compare one period with another and so glimpse the evolving progress of a great institution.

The first period, 1912-1925, was the era of struggling growth and development. Conceived by Mayor Hiram H. Edgerton, who sought a progressive, civic use for the building in Edgerton Park which had been a reformatory, the Museum was at first a collection of heterogeneous objects without force or purpose. Still, its two early curators, Robert T. Webster and, later, Edward D. Putnam who served for 12 years, struggled to acquire collections and exhibits. The most significant event of the period was the appointment, late in 1924, of Arthur C. Parker as director. In January, 1925, the Museum was reorganized by city law under a Board of Museum Commissioners and from that action emerged the plan that led the Museum to become a forceful community agency for research and education.

The second period, 1926-1936, may be characterized as the era of professionalization and development of citizen support. This was the most critical in the Museum's entire history. Because of a nation-wide business depression, the budget was threatened with a slash late in 1932, which, if undertaken, would have forced it out of operation. Fortunately, private citizens and groups came to its aid. With the support of Dr. John R. Williams, Sr., and others, the Rochester Museum Association was re-organized and the budget cut was restored. In 1934, Dr. Williams became Chairman of the Board of Commissioners and served until 1961. His dynamic leadership and support of Director Parker had much to do with the Museum's subsequent success. In the same year Federal funds became available, first for a TERA museum project. This, later, turned into a WPA project, bringing 60 skilled artists and technicians to the Museum to work with the regular staff. With this benefit the institution became a highly successful laboratory of museology which attracted national attention.

The third period, 1936-1946, was typified by planning for a building and erecting it. Director Parker's stimulation of public interest in a new structure over the years bore fruit in 1940. In that year it was announced that Edward Bausch had contributed the money and land for the modern Bausch Hall of Science and History at East Avenue and Goodman Street. The edifice was opened to the public in May, 1942. With Dr. Parker's resignation late in 1945, came a change of administration in January 1946.

The fourth period, 1946-1956, was marked by the enlargement of community services as a result of citizen demand. The high spot of this epoch came in 1955 with the acquisition of six additional acres with money raised by the Rochester Museum Association.

Our fifth period, 1956-1962, is typified by the plans for a Science Center, or complex of buildings including a museum of the physical sciences and plan-

*Continued on page 137*

## **Junior Anthropologist**

Miss Rachel A. Bonney, of St. Paul, Minnesota, has been appointed Junior Anthropologist of the Rochester Museum of Arts and Sciences.

Miss Bonney received her Bachelor of Arts degree, cum laude, in 1961, at the University of Minnesota where she majored in anthropology and is a candidate for the masters degree. The title of her thesis is "A Chronological Analysis of Southern Minnesota Woodland."

While an undergraduate, the newly appointed Junior Anthropologist served two terms as president of the Anthropology Club of the University of Minnesota. She was secretary of the German Club and was active in the Minnesota Association of the Student Project for Amity Among Nations. In the summer of 1960, the latter organization awarded her a scholarship for eight weeks of independent study in Austria.

Miss Bonney also served as a laboratory assistant and later as a research assistant in the department of anthropology at the University of Minnesota, and was a teaching assistant in the archeological field methods course in the summer of 1961.

Archeological field work included excavation in Itasca State Park, Minnesota, under Dr. Elden Johnson, in 1959. In the summer of 1960, Miss Bonney took part in an archeological survey of the lake dwellers in the Salzkammergut area of Austria, working with Dr. Kurt Willvonseder of the Salzburger Museum. In 1961 she was occupied with excavations at Grand Portage, Minnesota.

Since her appointment on July 1, Miss Bonney has participated in the Museum's archeological excavations which are described in an article by Mr. Charles F. Hayes, III, associate curator in anthropology.

## **In Honor of Dr. Parker**

The 50th Anniversary of the Rochester Museum of Arts and Sciences reminds me of the time when I first came to Rochester in 1913. After becoming settled I inquired about the location of the Museum. The answer was, "there is no Museum in Rochester, but maybe you mean over at Edgerton Park where they store all kinds of junk, curiosities and antiquities." So I went to Edgerton Park. To me the Museum was very interesting—especially the exhibits about the American Indian and American history.

I was surprised to learn about the Numismatic Section which I found so fascinating and educational that I joined the Rochester Numismatic Association, one of the first groups to become affiliated with the Museum. Mr. Edward D. Putnam was the Curator of the Museum.

In 1924, Dr. Arthur C. Parker became the Director of Rochester Museum of Arts and Sciences. I remember when he first mentioned a new great Museum. He stressed again and again the concept of a Museum, and its importance to modern culture and social progress.

In Dr. Parker's words, "The Mission of a Museum is to show things of value to human experience, things that will guide the mind into productive and inspiring channels." I can avow how it helped me in sketching an Indian design for a bronze memorial to the Mother of *Sa-go-ye-wat-ha* or Red Jacket, and also in many other ways. I owe Dr. Parker a debt of gratitude for his help and guidance which spurred me on to many accomplishments. Dr. Parker's vision of a great Museum for Rochester has come true.

I am proud that, in 1955, I was elected a Fellow of the Rochester Museum of Arts and Sciences.

**ALPHONSE A. KOLB, F.R.M.  
Designer and Sculptor**

# Science Education Through the Museum

By Gloria C. Gossling, Head of School Service Division

EVERY NOW AND AGAIN, those of us in the field of Museum education must take time to consider what the Museum is doing to further educational interests of the general public, for that is the primary purpose of a Museum. Naturally, a Museum is an institution of research and a repository of artifacts; but the results of the research and the collections of artifacts must be shared with and interpreted for the public served by the Museum.

How does a Museum go about sharing the accumulated collections and knowledge of its curatorial staff? It begins with the installation of permanent exhibits which display collections of artifacts and memorabilia in an attractive manner, suitably labeled to impart information to the viewer. The aim of these permanent exhibits is to provide a tool for self-education for the individual.

Temporary exhibits of short duration, say from one to six months, permit the Museum to display new accessions and to provide an element of changing interests which encourage the visitor to return again and again.

Traveling exhibits on subjects related to the Museum's collections are so constructed that they can be shipped to many parts of the country, thus extending the Museum's sphere of influence beyond the local area.

But a *living* Museum has need to expand its services beyond its exhibit halls if it is to be a prime mover in the community. It must provide its followers with the opportunity for more concentrated study in specific areas according to their individual interests. This is most particularly true in the case of the science museum, for here the layman can acquire some of the scientific information he is seeking. He can use the Museum as a "do-it-yourself" project. He never needs to feel self-conscious about his lack of knowledge when he visits the science museum because he can come alone and spend all the time he wants to in acquiring information.

The science museum also can help the layman and advanced amateur by offering study groups and courses for which there are no prerequisites, only the desire to learn, and from which he will gain solid scientific background. Some of these activities at Rochester Museum of Arts and Sciences are the Bird Spotters, Wildflower and Mushroom courses, and the Star Watch parties on the rooftop observatory. Affiliated groups, which offer opportunity for study, are conducted by the Rochester Academy of Science and the Rochester Museum Hobby Council. These offerings are primarily for adults and young adults.

For children, there are many diverse scientific opportunities such as Museum lectures for school classes; junior clubs, both during the summer and in the winter, covering phases of science; and circulating materials, some of which are provided by local industries, that are lent to the schools to augment classroom study.

Examples of these activities and the important role of the Museum in science education is reflected in the exhibit entitled, "Science Education Through the Museum" displayed to October 30, on the second floor.

## 1962 Archeological Fieldwork

*By Charles F. Hayes, III, Associate Curator of Anthropology*

A VARIETY OF ARCHEOLOGICAL projects were conducted by the Rochester Museum's Anthropology Division during the spring and summer of 1962. Because of an increase in research funds provided by the Rochester Museum Association, both salvage and planned excavation work were much more extensive than usual.

Eight days were spent in visiting a total of nine sites. Included in this period was survey work seeking new sites in the Bristol Valley. Many of the sites visited were the result of specific requests by members of the Lewis Henry Morgan Chapter of the New York State Archeological Association. Such trips involved sites in Monroe, Ontario and Genesee counties. In cooperation with Mr. Charles F. Wray and Mr. William Forney, of Morgan Chapter, salvage operations were conducted at the Drake site (Nap 2-2). Potsherds and a projectile point attributable to the Early Woodland period were recovered, as well as a few Iroquois sherds. Unfortunately, construction work has destroyed the main portion of this occupation near Naples, N. Y.

The Museum was very fortunate in being able to salvage a Middle Woodland site in Penfield, N. Y. The Plum Orchard site (Roc 26-2), as it is called, yielded a Point Peninsula burial during construction operations. The individual, an adult male, had been covered with red ocher and buried with bone harpoons, fossil shark's teeth, cache blades, a beaver tooth incising tool and shell beads. A more detailed report on the find will be issued later.

In addition to the above activities, guidance was given to a Morgan Chapter Study Group excavation at the Prehistoric Iroquois site, Can 29-3, in Bristol, N. Y. and to the continuing excavations at the Stone-Tolan House, in Brighton, N. Y., by the Society for Preservation of Landmarks in Western New York.

The major effort during June and July involved twenty-five days of excavation at the Andrews site (Can 5-3) in Bristol. Dr. A. Francis Turner, Mr. Ronald Pappert and Mr. Michael J. Ripton, of Morgan Chapter, were hired at various times throughout the work. The appointment of Miss Rachel A. Bonney, as Junior Anthropologist, and the voluntary services of eight other persons contributed significantly to the rather difficult excavation. The site lies on a hill on the west side of the Bristol Valley at an elevation of 1160'. It is presently on the property of Mr. Russell Lochte and is within a mile of two other Prehistoric Iroquois sites dug by the Rochester Museum of Arts and Sciences in 1959 and 1961.

A series of test pits were sunk along an established grid system and the concentration of artifacts was found to be in a former hedgerow along the edge of the hill. Bulldozing operations a few years ago had covered the hedgerow with an overburden of mixed topsoil. Below this disturbed layer was found a relatively undisturbed former topsoil layer up to 10" deep. Several indistinct post molds probably representing a palisade were found, but woodchuck and bulldozer activity made it impossible to trace any definite line.

**Seated:**  
Miss Rachel A. Bonney  
*Junior Anthropologist*

**Standing:**  
Dr. A. Francis Turner  
*Morgan Chapter Member*



*Excavation at Can 19-3, Bristol, N.Y.*

Nevertheless, a good artifact sample was obtained and included fragments of trumpet-shaped clay pipes, potsherds and projectile points of the small, thin triangular type. One atypical side notched point was also found. On the basis of the artifact assemblage the site can be definitely termed Prehistoric Iroquois and related to other sites of the same cultural affiliation in the Bristol Valley. Exact dating of these sites is difficult, but they probably existed between 1300 and 1500 A.D. A single potsherd, however, lent further interest to the site because it had the exterior near the rim decorated by means of a cord-wrapped stick impressed into the clay. This is in contrast to the more typical Iroquoian pottery decorated by means of incised designs below the rim of the vessel or notching on the exterior lip. The cord-wrapped stick decorated pottery has been termed *early Iroquois* and probably has relationships with the preceding Owasco culture (MacNeish 1952:82). Unfortunately very little bone material, either refuse or artifactual, was unearthed from this site as was the case during the excavation of Can 29-3 in 1961 (Hayes 1962:8).

While gaining information on archeological collections and collectors a new and significant Prehistoric Iroquois site was discovered thanks to Morgan Chapter member Mr. Al Hoffman. After five days of excavating at Can 19-3, opposite the Andrews Site on the east side of the valley, it was established that this site also contained rimsherds exhibiting cord-wrapped stick decoration in association with the incised designs mentioned above and a pottery type termed Dutch Hollow notched which can be traced back to the early Seneca period (MacNeish 1952:43). One rimsherd with an exterior dentate design was also found. With this promising sample it is hoped that further investigations can be conducted at this site this fall or next season in order to enlarge the pottery sample.

At the moment, after three seasons of work in the Bristol Valley, it seems appropriate to consolidate the data gained and make a more detailed analysis of the excavated material. If a local development of Prehistoric Iroquois can be defined here, the next procedure will be to relate this development

*Continued on page 137*

## **Moonwatching: Rochester Style**

*By Jackson E. Thomas, Rochester Moonwatch Team  
and member of Astronomy Section, Rochester Academy of Science*

THE ROCHESTER MOONWATCH TEAM is a fairly small group of dedicated amateur astronomers who delight in trying to see objects invisible to the human eye which tumble through the skies. Actually, this group of men, in retaining an amateur status, are achieving a highly commendable and desirable record. As one of the 90 stations throughout the country working for the Smithsonian Astrophysical Observatory (SAO), the team has been assigned "prime" status in the network.

Active since before the launching of the first Soviet Sputnik on October 4, 1957, the team has braved snow, clouds, and "ungodly" hours in order to conduct its fruitful work. As the years passed and the number of accumulated observations grew, procedures were changed and new ones innovated; yet the team always proved itself highly capable.

Continuously rated as one of the top five teams along lines of productivity and accuracy, the team has been led unerringly by Mr. Russell Jenkins. Mr. Jenkins, who assumed control of the team from Mr. Ralph Dakin, the founder, shortly after its formation, has originated many procedures and has done a laudable job in keeping the team in its present position.

In addition to belonging to the SAO network, the team is also affiliated with the Western Satellite Research Network (WSRN), a voluntary organization of 18 nation-wide teams, which is sponsored by Space Sciences Laboratory and receives support from North American Aviation. These teams do special work for individual satellites and also maintain standing projects for all others. Here, again, the Rochester team has done outstanding work. The importance of this network may be shown by the fact that four "lost" satellites have been found again through extensive searching of their orbits.

In 1961 the team made 586 observations. There are over twenty observers, although the number of continually performing and active members is only about ten. Foremost is Mr. Russell Jenkins, team leader. Following at a close second are Mr. Richard Karlson, computer for the team, and Mr. George Schindler, also team leader. Next come Mr. Clark Butler, whose side lawn furnishes the primary location for work, and Messrs. Jackson Thomas, Cliff Field, George Gibbs, and Alec Dounce. In a special category due to their outstanding, independent work are Mr. Raymond Newell and Mr. Walter Whyman, of Batavia. Mr. Newell contributed 110 observations in 1961, while Mr. Whyman had 27.

As stated previously, the team carries out work for SAO. These tasks involve the careful observations of specific satellites whose orbit characteristics are being intensively analyzed by SAO. Certain teams across the country, such as this one, are providing accurate observations of these satellite tracks so that the orbit elements can be used to set the twelve Baker-Nunn cameras, which comprise the core of this work.

Another important duty involves new launches of satellites. Goddard Space Flight Center has requested selected Moonwatch teams to observe the initial revolutions of some satellites in order to determine the number of actual objects in orbit and also their orbital elements; Rochester fulfills this role, too.

In conjunction with the WSRN, the team conducts orbit maintenance of high, faint objects such as the Vanguard and Echo components. Many of the 165 objects in orbit at the present time are tracked by the North American Air Defense (NORAD) through various means. The Vanguards, Echoes, and other faint satellites are presently being tracked, and were originally acquired, through the WSRN. Recovery of "lost" satellites also involves this network. The work is extremely difficult after an extended length of time, but highly rewarding when a re-acquisition is made.

The Moonwatch teams were first organized for the purpose of observing the "burn-in" or decay of satellites. Radar functions much better in this capacity than the visual means, and therefore very little is now done by teams in this respect. The Rochester team was not asked to observe any decays in 1961, and none were observed accidentally.

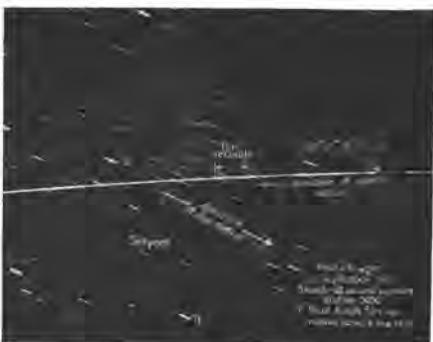
Equipment used by the team includes Moonwatch apogee telescopes, four inch Aero-Ektar "M-17's," and other additional, astronomical telescopes. Stop watches and "B.D." charts, star charts which are plotted to tenth magnitude, are used in correlation with the telescopes.

The Rochester team established two firsts during the past year. The first of these involves the break-up of Sputnik IV while in orbit. Mr. Richard Karlson observed several of the new fragments on their first pass over the United States, thus beating the radar observation of the break-up. The second first goes to Mr. Jackson Thomas, who observed a similar occurrence with the Transit 4A and Injun-SR-3 satellites. These two satellites fragmented into almost 100 metal pieces. Mr. Jackson accidentally saw one of the pieces as an unknown object practically 24 hours before radar confirmation of the break-up.

Thus, it is easily seen that the Rochester Moonwatch Team has conducted highly important, scientific work since the beginning of the Space Age. Its role for the present and in the future depends upon the course of events to come. Although the majority of its work is of a serious nature, there have been comic moments for the enjoyment of all.

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Since this article was written, the Rochester Moonwatch Team has been credited with another first—the sighting of Russia's two orbiting space craft over the United States on August 14, 1962.



Satellite Track 1960 Iota one

Photo by Raymond Newell

# On Science Projects

By David Lachlan Meyer

IF I WERE ELIGIBLE to compete in the Science Congress another year, I think I would entitle my project simply "Analysis of the Winning Science Project." After entering seven projects in our annual Science Congresses, I feel that the entire experience has amounted to a detailed research project on the "science of science projects." Each year's project represents an experiment in the search for the winning project.

The primary question facing a student is *what* to do for a project, since the topic can make the project a winner or a loser. It did not take me long to notice that top winners were *original research* projects; however, originality is an almost insurmountable obstacle. In such a highly scientific age as ours, when every field is so complex that only trained specialists can do original research and make original discoveries, how can one expect high school students to produce ideas with originality in chemistry, physics, mathematics, etc. Earth-shaking originality is not an absolute must—at least at first, but it is well to avoid such "mechanical" projects as reproducing an experiment from a text or laboratory book, building something from a kit, or displaying a collection as just a collection. It is best to choose a topic where the student can solve some new problem using his own methods, making his own observations and drawing his own conclusions.

Upon completion of the project comes the equally important question: "How will I present this project in the Science Congress?" Under the system used in the Central Western Zone Science Congress, a student can present his project as either an exhibit or as a lecture-demonstration.

The exhibit is a challenging undertaking. It should be neat, attractive, and completely self-explanatory without being complicated. Lettering and drawings should be made carefully and water should be kept off the table and floor. Bright colors, a catchy title, or some operating device to catch the eye is *very essential*. The explanation should not involve the use of a lengthy manuscript. Few people will stop long enough to read it. Both judges and visitors want to be able to understand (or at least get a general idea of) the project after just spending a few minutes with it. Drawings, charts, graphs, and above all, photographs, are a great help. If written material is necessary, large neat print should be used. It is also a good idea to have several copies of a detailed report for visitors.

More challenging than an exhibit is the lecture-demonstration. Here the student must explain his project to the judges in not more than ten minutes. The more complicated the project, the more difficult it is to condense it into a ten-minute talk. Important to remember with a "lect-dem" is that you must define new terms. Thus, I suggest beginning with a brief summary and then giving some background material on the subject. The judges want something understandable—not a "snow job!" If many charts are required, an easel is useful for displaying them separately. Charts and the printing on

them should be legible from a distance of several feet. At a stage presentation, it is good to put all charts and small items on color slides; the only disadvantage being that the judges do not see the *speaker* during this time. Use a pointer when reference is necessary. I find it best to have everything pre-planned in detail; that is, the talk, movements in pointing to this or that, changing charts, etc.

This year I found my long-sought "winning project," under the category of Earth Science, although it was partly biological in nature. The whole study was based on a fortunate discovery, by me, of two kinds of unusual microfossils, one of which is a species completely new to science; the other, a new occurrence of a known microfossil. A microfossil is any fossil, or part of a fossil, which is best studied by means of a low-power microscope. These particular microfossils are minute crinoids, which are members of the Echinoderms that resemble a flower. Microcrinoids did not attain a height greater than about 1 or 2 millimeters in the adult stages. One of these microcrinoids is a new species of a known genus which was previously known only in rocks of the Mississippian through Permian ages on the geologic time scale. This new species, however, lived during the Middle Devonian age, a fact which extends the range of the genus back about 12,000,000 years from the Mississippian to the Devonian. The other microcrinoid is a known type, but, as far as we know, it was never reported from the rock formation in which I found it.

The study itself involved a comparison of the new species with known members of its genus and a comparison of the other already known microcrinoid with its counterpart from another geologic formation. In addition, the discovery of many specimens of different sizes of both kinds enabled a fascinating study of the growth stages of each type. In my study, I was aided by corresponding with Mr. John Koenig, Paleontologist of the Missouri Geological Survey, who has studied microcrinoids. Scientists are happy to be of service, and it is not advisable to present new ideas without having them reviewed by a fully competent specialist.

I had special problems in presenting this study. How would the judges see the tiny fossils while I talked about them? A microscope would not allow a simultaneous visual and lecture demonstration. Fortunately, I had photomicrographs of some which had been taken at the New York State Museum by Dr. Donald W. Fisher, State Paleontologist. I also copied several drawings of microcrinoids which I arranged on three charts of poster paper. I used an opaque projector for drawings, a large type typewriter for captions, and commercial pasteboard lettering for the title. A problem I have always had with paleontological projects is that of achieving a striking, eye-catching effect so vital to a winning project. With my subject almost too small to be seen, I was confronted with a real problem. I tried to solve this by using brightly colored poster paper with distinct black ink drawings. I tried to achieve as much attractiveness and balance in my charts as possible. Also, I displayed a small collection of larger fossils found with the microcrinoids to help attract attention. Unfortunately, microcrinoids do not bubble, blast-off,

change colors, or ring bells!

Although I was presenting a lecture-demonstration, the project has many features of an exhibit. However, the talk itself was the greatest task. This study necessitated my familiarization with the complex morphology of micro-crinoids. I thus felt that my audience should also be familiar with the many new terms involved before I went very deeply into the project. I began with a statement in a few sentences and then went into a lengthy introduction dealing with definitions and a general discussion of crinoids. One of my charts showed a diagram of a simple crinoid. Rather than attempt to relate every detail, I felt it best to make the talk a *report* of the study, hitting only the most important aspects. I therefore went on to explain about the new species using my photomicrographs and charts to compare it with its "brothers," show its various growth stages, and emphasize its significance as a scientific discovery. Here I cannot stress enough the use of photographs in a science project, especially photographs of the research or experiments. Emphasizing the significance of my project was one of the most important parts of the talk. This deserves a great deal of thought by every entrant. Many times I have listened to a talk or seen an exhibit and come away thinking "It's all very nice, but *so what?*" A winning project should have some meaning, some use. From the new species, I went to the other type, again using photomicrographs and charts to explain its growth developments and significance. I concluded by outlining my intentions for future work on the study, thereby answering a question often asked by the judges. This brings up another problem: the judges' questions. I have always found it helpful, while preparing for the "big day," to have my parents ask questions as if they were judges. It is also well to have a thorough background knowledge of your subject, beyond the immediate project. Helpful, too, is a rehearsal before science classes in school. I heartily agree that each entrant should be required to submit a detailed written summary, including a bibliography, of his project to the judges. Furthermore, I feel that each summary should include an outline showing how the project was carried out following the standard Scientific Method.

My first advice above all else is: by all means participate in the Science Congress! Win or lose, it is a wonderful experience. Attending the Congress and meeting other students with interests similar to yours are important, but what you learn from a project is the greatest reward. As they are in many schools, projects should be required of every science student. I feel that a project is an invaluable asset to a young person's educational experience.

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DAVID L. MEYER was one of the three Top Winners in the Ninth Annual Science Congress held at Brockport, N. Y., and fourth in the Eleventh Annual State Science Congress held at Corning, N. Y. He is a graduate of Brockport High School and has entered the University of Michigan where he will major in geology.

# The Role of the Hobby Council

By Arthur C. Barnes, *Chairman, Rochester Museum Hobby Council*

THE HISTORY of the past 50 years of the Rochester Museum of Arts and Sciences would not be complete without one chapter on the role of the Hobby Council and its part in the Museum's program.

Records reveal that the first Hobby Show was held under Museum auspices in 1933; a larger show followed in conjunction with the Rochester Centennial Exposition, along with the formation, in 1934, of the Rochester Museum Hobby Council.

The man who stood firmly behind these movements was the late Dr. Arthur C. Parker, Director of the Museum for 22 years (1924-1946), and an internationally known anthropologist and archeologist. Because of his championship of hobbies throughout his life he earned the title of "Master of Hobbies." Dr. Parker's interest in hobby clubs and their members culminated in the formation of the Hobby Council. He was an active member of several hobby groups himself, and also served as Honorary Chairman of the Hobby Council's Executive Committee.

What are the objects of the Hobby Council? "To cooperate with the Rochester Museum Association in its efforts to assist hobby, study and leisure-time groups in the pursuit of their several avocations; to act as a coordinating body in promoting meetings of hobby groups, hobby shows and collectors' expositions; to aid the Rochester Museum of Arts and Sciences in such work as it may be within the province of the Council to perform; and to use every possible means to educate the public to the need of developing constructive avocational interests." Over the years, the Council has successfully fulfilled these objectives and has gained the unique distinction of being the first organization of its kind in the country.

The Rochester Museum Hobby Council celebrated its twenty-fifth anniversary in 1959 by an expanded effort to keep in stride with our constantly changing way of life. The first step taken toward reaching our goal of "New Horizons" was the printing and distribution of a brochure containing the aims and purposes of the 36 hobby groups affiliated with the Council. The book received wide acceptance by recreation leaders in industry and other organizations throughout Monroe County. Because of the demand for these directories, 3,500 are printed and distributed each season.

The highlight of the 1961-62 season was the selection of three hobbyists for outstanding achievement in their hobby field and their service to the Council. On May 8, 1962, they were honored and presented with coats-of-arms. Their hobbies were symbolized on the shield along with colors representative of personal characteristics.

Plans for the 1962-63 season include a wood carving contest open to the public. Contestants will exhibit their work and receive awards at the April meeting. Two hobbyists will be selected for outstanding achievement and

*Continued on page 137*

# "Treasure Chest of Science" Comes of Age

By Gloria C. Gossling, Head, School Service Division

THE TREASURE CHEST OF SCIENCE series for intermediate grades was inaugurated in the fall of 1961 as a replacement for the Treasure Chest pantomime playlets which had been part of the Rochester scene for thirty years. The change was deemed necessary in order to keep pace with current public interest in science education.

Upon embarking on the second season of TREASURE CHEST OF SCIENCE, it is fitting to review the results of the first trial year. We need to ask ourselves two questions: Did the new Treasure Chest achieve the objective we set for it? Was it well received by the young audiences?

In order to answer the first question, it can be said that the programs were presented by eminently well-qualified speakers who were accustomed to interpreting their specialties for children. These included an animal expert from the Zoo, an anthropologist, a junior high school science department head, a world traveler, an astronomer and a paleontologist. All of these specialists utilized excellent illustrative materials and demonstration equipment, coupled with short films, color slides, artifacts and even music. Their talks contained much valuable scientific information presented in a lucid manner. The diversity of the programs and the superiority of the presentations gave a clear indication that the series met the objective of helping children gain a wider understanding of and appreciation for science.

The answer to the second question is an unqualified *yes*. This is based upon the enthusiasm of the audience at each lecture, the numbers of children who asked the speakers searching questions or stopped after the program to speak personally to the lecturer, and by the large attendance. The main lecture hall containing 500 seats was filled to capacity for all lectures but the one just preceding Christmas.

The foregoing results encouraged our decision to continue with this type of science programming for young Rochesterians.

Six programs will be presented during the 1962-1963 season in the main auditorium at 10:30 a.m.:

October 20—**MEET THE IROQUOIS** by Charles F. Hayes, III, Museum anthropologist

November 10—**OUR WILD ANIMAL FRIENDS** by Earl Woodard, superintendent of May Aug Park Zoo, Scranton, Pa. (*formerly with the Seneca Park Zoo*)

December 8—**PHYSICAL SCIENCE PROGRAM**—To be announced

January 12—**WINDOWS ON SOUTH AMERICA** by Miss Geraldine McMullen, teacher at School No. 35

February 23—**REPTILES AS FRIENDS** by Mr. and Mrs. Robert H. Wilson. Mr. Wilson is president of the Seneca Zoological Society.

March 16—**EDISON SCIENCE SHOW** by the Student Science Demonstration Team of Edison Technical and Industrial High School

The last program on March 16, in particular, should provide real stimulus and inspiration to 4th, 5th and 6th graders. Here will be a team of high school scientists, not much older than themselves, performing experiments and demonstrations in the physical sciences which will encourage the audience to learn science as they have learned it.

But it can truly be said that all six programs, each in its own right, should help the children develop an active and lasting interest in science. It is not to be expected that all children in attendance will become scientists, but our goal will be accomplished if even a small handful enter a scientific profession.

## Fifty Museum Year 1912-1962

*Continued from page 125*

etarium, industrial wing and auditorium. When this scheme can be carried out, the Museum will be launched on its next fifty years as a preserver of the records of material culture, as a leader in research and investigation, and in serving as the focus for popular education in science.

—W. STEPHEN THOMAS, *Director*

## 1962 Archeological Fieldwork

*Continued from page 129*

to other already excavated sites to the east and to the west. Much of the groundwork for this latter phase of study has been done in publications by White, Guthe and Ritchie in their Iroquoian studies over the last few years.

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### References

- Hayes, Charles F. III: *Iroquois Pottery Types*, Bulletin 124, National Museum of Canada, Ottawa.  
1962 "Another Prehistoric Iroquois Site in the Bristol Hills, New York," *Museum Sciences*, Rochester, N. Y.  
MacNeish, Richard S.: *Service*, Vol. 35, No. 1, pp. 6-9, Bulletin of the Rochester Museum of Arts and

## The Role of the Hobby Council

*Continued from page 135*

will be honored with awards at the May meeting. Suitable programs pertaining to hobbies are to be presented over station R.A.E.T.A., Channel 13. The Council will assist the Museum in celebrating its 50th anniversary by pledging to be of greater service to the community.

Much of the success of the Council can be attributed to the staff of the Museum and the publicity given by the Rochester newspapers. The Council officers, on behalf of the hobby groups, thank these organizations for their help, guidance and enthusiasm in promoting an interest in spare-time activities.

## **Illustrated Lecture Programs**

**Sponsored by the Rochester Museum Association**

### **Adult Series**

**Wednesday, October 10, 8:15 p.m.**

**MAN IN THE UNIVERSE — Phillip E. Stern**

### **Youth Series**

**Saturday, October 27, 10:30 a.m.**

**Audubon Screen Tour — WATERS AND WILDLIFE — Roy E. Coy**

### **Treasure Chest of Science for Youth**

**Saturday, October 20, 10:30 a.m.**

**MEET THE IROQUOIS — Charles F. Hayes, III**

### **Golden Anniversary Program . . .**

**Sunday, October 14, 2:30 p. m.**

**WHAT THE MUSEUM MEANS TO ME!**

**Tributes from Persons the Museum Has Helped**

### **Opening of Exhibition**

#### **THE MUSEUM'S FIFTY YEARS OF COMMUNITY SERVICE**

**featuring the collections, researches, exhibits and educational  
programs of the Rochester Museum of Arts and Sciences, 1912-1962**

### **Educational Demonstration . . .**

**Sunday, October 21, 2 to 5 p.m.**

#### **BAKERS SHOWCASE**

**Demonstration of cake decoration and baking exhibits  
by the Master Bakers Association of Rochester**

### **Reception for Rochester Area School Personnel . . .**

**Monday, October 29, 4 to 5:30 p.m.**

**Reception, display of exhibits services of the School Service Division**

## **SPECIAL EXHIBITIONS**

**Library — IVORY CARVINGS FROM JAPAN** — from the collection presented to the Museum  
by the late Mr. and Mrs. Otto R. Rohr. On exhibit October - November

**2nd Floor — SCIENCE EDUCATION THROUGH THE MUSEUM** — a review of group programs,  
and work with individuals to honor the Conference, "Understanding Science in the  
Space Age." On exhibit to October 30

**ROCHESTER AND THE PASSING SCENE** — a selection of salon prints from the new  
picture-book by Fred Powers, F.R.M. On exhibit to October 30

**3rd Floor — THE MUSEUM'S FIFTY YEARS OF COMMUNITY SERVICE** — featuring collections,  
researches, exhibits and educational programs — 1912-1962. Exhibit Opens October 14

**PRESSED or PATTERN GLASS** — in vogue in America from 1840 to 1900.

**1962 — OCTOBER — CALENDAR**

- 2 Tuesday Rochester Opportune Club — 8 p.m.
- 3 Wednes. Rochester Aquarium Society — 8 p.m. Genesee Cat Fanciers Club — 8 p.m.
- 4 Thursday Rochester Dahlia Society — 8 p.m. Rochester Cage Bird Club — 8 p.m.  
Rochester Academy of Science—Mineral — 8 p.m.
- 5 Friday Rochester Amateur Radio Ass'n — 8 p.m.  
Rochester Academy of Science—Astronomy — 8 p.m.
- 7 Sunday FILM PROGRAM — 2:30 and 3:30 p.m. — Photography at Work (Produced by Eastman Kodak Company)**
- 9 Tuesday Rochester Numismatic Ass'n — 8 p.m. Rochester Museum Hobby Council — 8 p.m.  
Rochester Academy of Science—Botany — 8 p.m.
- 10 Wednes. Rochester Academy of Science—Ornithology — 8 p.m.  
**WORLDS OF SCIENCE LECTURE — Phillip D. Stern — Man in the Universe**  
Adult Series, Rochester Museum Ass'n — 8:15 p.m.
- 11 Thursday Junior Philatelic Club — 7 to 9 p.m. Rochester Philatelic Ass'n — 8 p.m.
- 12 Friday Rochester Amateur Radio Code Class — 8 p.m.
- 14 Sunday WHAT THE MUSEUM MEANS TO ME — Tributes to the Museum, 2:30 p.m.**  
**Exhibition opening — "The Museum's Fifty Years of Community Service"**
- 16 Tuesday Rochester Button Club — 1 p.m.
- 17 Wednes. Monroe County Hooked Rug Guild — 10 a.m. Rochester Print Club — 8 p.m.
- 18 Thursday Genesee Valley Gladiolus Society — 8 p.m. Rochester Bonsai Society 8 p.m.
- 19 Friday Jr. Numismatic Club — 7:30 p.m.  
Rochester Amateur Radio Code Class — 8 p.m.  
Genesee Valley Antique Car Society — 8 p.m.
- 20 Saturday **TREASURE CHEST OF SCIENCE 10:30 a.m. — Youth Program**  
**Charles F. Hayes, III — Meet The Iroquois**
- 21 Sunday FILM PROGRAM — 2:30 and 3:30 p.m. — UN Role In Air Traffic Safety, The International Atom (United Nations Week)**  
**BAKERS SHOWCASE — Demonstration of Cake Decoration by the Master Bakers Association of Rochester — 2 to 5 p.m.**
- 23 Tuesday Rochester Antiquarian League — 8 p.m.  
Rochester Numismatic Ass'n — 8 p.m.
- 24 Wednes. Men's Garden Club — 8 p.m.  
Upper N.Y.S. Branch, National Chinchilla Breeders — 8 p.m.  
Seneca Zoological Society — 8 p.m.
- 25 Thursday Genesee Valley Quilt Club — 10:30 a.m.  
Rochester Philatelic Ass'n — 8 p.m. Junior Philatelic Club — 7 to 9 p.m.
- 26 Friday Rochester Archers — 8 p.m.  
Rochester Amateur Radio Code Class — 8 p.m.
- 27 Saturday **AUDUBON SCREEN TOUR 10:30 a.m. — Roy E. Coy — Waters and Wildlife**  
Youth Series, Rochester Museum Ass'n
- 28 Sunday FILM PROGRAM — 2:30 and 3:30 p.m. — The Hidden Earth, Highway North**
- 29 Monday Reception for Rochester Area School Personnel — 4 p.m.

— All bookings subject to change and substitution without notice.

## Lectures at the Museum

Adult Series - - -

**MAN IN THE UNIVERSE** — **Phillip D. Stern**

Wednesday, October 10, 8:15 p.m.

Youth Series - - -

*Treasure Chest of Science*

**Charles F. Hayes, III**

**MEET THE IROQUOIS**

Saturday, October 20, 10:30 a.m.

*Audubon Screen Tour*

**Roy E. Coy**

**WATERS AND WILDLIFE**

Saturday, October 27, 10:30 a.m.